**K-5 Math Lesson Plan**

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| **Teacher: Cindy Donnell** | | | | **Grade: K** | | | **Date(s)**: |
| **Unit Title: Unit 1-Counting Numbers 0-30** | | | | | **Corresponding Unit Task: (**Taught prior to Task 1): Students should be able to rote count to 25. | | |
| **Essential Question(s): How do we count, recognize, write/trace numbers 0-5?** | | | | | | | |
| **Materials/Resources** | | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Anchor chart**  **(Poem) Show me 5 Fingers** [**http://www.k5mathteachingresources.com/support-files/showme5fingers.pdf**](http://www.k5mathteachingresources.com/support-files/showme5fingers.pdf)  Numeral Handwriting Sheets 1-5) http://www.k-5mathteachingresources.com/support-files/handwritingsheets1-10.pdf | | | **Student:**  **Manipulatives**  **Plain paper to trace hand**  **Crayons**  **Math journals**  **Recording sheet to trace of 0-5 grid** | | | **count** | |
| **Learning Experience** | | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and  persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).   |  | | --- | |  | | | | | | | |
| **I Can Statement(s):**  I can count numbers 0-5.  I can recognize numbers 0-5.  I can write/trace numbers 0-5. | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  The teacher will begin the lesson by asking students if they have heard of the expression “high-five”. Have students take turns giving the teacher a “high five” or choose two students to demonstrate a high-five”. Ask students if they know why it is called “high five”. Students will practice counting their fingers. | | | | | | |
| **Teacher Directed:**  The teacher will model counting and writing numbers 0-5. The teachers will create an anchor chart using (pictures to represent each number). Model counting to 5 starting at number 2. | | | | | | |
| **Guided Practice:** Teachers will assist students with counting various sets from 0-5. Havestudents choose manipulatives such as unfix cubes, counters, bears, etc. | | | | | | |
| **Independent Practice:**  Students will trace their hands and write numbers 1-5. | | | | | | |
| **Closing/Summarizing Strategy:**  The teacher will call out numbers 0-5 and have students hold up that number of fingers**.** | | | | | | |
| **Differentiation Strategies** | | | | | | | |
| **Extension** | | **Intervention** | | | | | **Language Development** |
| * Have students count to 10 and write numbers to 10. * Have students draw two hands and write numbers to 10. * Have students fill in (Numeral Handwriting Sheets 1-5) (http://www.k5mathteachingresources.com/kindergarten-math-activities.html). | | Small Group   * Trace numbers 1-5 * Represent numbers to 5 with objects. * Use a five frame to represent numbers * Group objects in groups of fives | | | | | * Use fewer numbers 0-3 * Echo count * Counting/Numeral Recognition 1-10 **-**(Poem) Show Me Five Fingers http://www.k-5mathteachingresources.com/support-files/showme5fingers.pdf |
| **Assessment(s):** Students will write and/or drawobjectsrepresenting 0-5 in their math journal. | | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Can the students count to 5? * Can the students show numbers to 5 using objects? * Can students trace/write numbers? | | | | | | | |